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ABSTRACT

This integrated preservice/inservice teacher education program was planned by a multiagency cooperative group known as the Southern New Hampshire Staff Development Cooperative. This group includes teachers, school administrators, State Department of Education representatives, and college-based teacher educators. The program planning and administration emphasizes a shift in power from college-based teacher educators to parity cooperatives. For the preservice teacher the program emphasizes phased introduction into teaching with an initial clinical experience, individualized program structuring with a wide range of minicourse offerings in professional areas, a strong general education background, and a year-long internship. The inservice component emphasizes more responsible roles for teachers in supervision and preservice instruction, more attention to inservice education by college-based teacher educators, and a formal role in decisions about teacher preparation. Major program components include the following: (a) a one-semester teacher aide/instructional assistant experience (normally in the sophomore year); (b) minicourse programs in educational structure and change, human growth and learning, alternative teaching models, and alternative perspecitves on the nature of education; (c) a year-long internship as part of a master's degree level program; and (d) graduate-level inservice courses offered at school centers. (Author/JA)

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Integrated Preservice-Inservice Teacher Development Program at the University of New Hampshire

I. Description and Development

A. In 1969 discussion of a new program in teacher education began in the Department of Education and expanded to UNH faculty, senior students and school personnel. From these discussions came the organization of a cooperative agency, the Southern New Hampshire Staff Development Cooperative, which proceeded with program planning. This agency represented various supervisory unions, the State Department of Education, and colleges and universities most directly involved with public school education. During the next five years, the Cooperative developed the teacher education program and implemented the inservice training aspects of it as developed. By May, 1973, the program was ratified by the University of New Hampshire and implementation was begun in January, 1974.

B. Program development was based on the following general beliefs:

1. A teacher education program must remedy many of the long-standing problems in teacher education programs as evidenced by (a) literature and research on teacher education, (b) student opinion, and (c) opinion from elementary and secondary educators in the field.
2. Teacher education programs should produce teachers with more leadership potential for education as well as effective personal teaching styles.
3. More assistance should be given by the university to the professional growth of inservice teachers.
4. A response is needed to the current and projected state and national oversupply of classroom teachers in nearly all fields.
5. Greater cooperation among the university, school personnel, and local and state agencies is necessary for effective teacher education.

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C. The actual structure of the program in large part was based on a set of underlying assumptions about the nature of a good teacher education program. These assumptions are:

1. A good general education is a prerequisite to good teaching.
2. There are certain general areas of professional training important to all who teach. Many of the traditional divisions in teacher education are in large measure unwarranted and represent great duplication of effort (e.g., such distinctions as elementary/secondary; undergraduate preservice/graduate preservice; preservice/inservice).
3. Learning about teaching should be a continuous process, extending through a teacher's career. Teacher educators should view this extended period as probably much more important than preservice training and should devote proportionately more time to it.
4. The most effective way of learning most things about teaching is by the integration of theory with practice. Therefore, more clinical and workshop experiences and greater use of practicing teachers as leaders in teacher education are seen as appropriate strategies.
5. Clinical experiences should provide a gradual introduction to full teaching responsibilities and should be available throughout a professional preparation program, not just at the end.
6. Because of the many effective teaching styles and justifiable philosophies of education on which to base teaching styles, teacher development programs should provide a broad perspective of alternatives in education, fostering autonomy in choice of philosophy and development of personal teaching styles.
7. Any program of teacher development must involve in its planning and operation students, teachers and other school personnel, and State Department of Education representatives as well as teacher educators.

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D. The program of preservice teacher education at UNH is a five year, integrated undergraduate/graduate course of study, emphasizing a strong liberal arts education. Students in the five year program complete a bachelor's degree in a subject outside education at the end of their fourth year. However, during the student's undergraduate work the initial phase of the teacher preparation program begins with early experience in the schools as a teacher aide or teaching assistant (Exploring Teaching). Generally, students take this course as sophomores. This initial phase provides students with an opportunity to explore various kinds of teaching sites, working with experienced teachers, and allows students to make more realistic decisions about teaching as a career.

Upon successful completion of the initial phase of the program, the student begins the second phase of the teacher education program. This phase requires a minimum of four credits to be completed in each of four areas of study: Educational Structure and Change; Human Learning and Development, Alternative Teaching Models, and Alternative Perspectives on the Nature of Education. Starting at the beginning of this phase, a student works closely with an advisor from the Education Department.

A variety of variable credit modules are available to the student in each of these required areas, including experiences and workshops in local schools. Working with their advisors, students develop highly individualized programs, choosing from many alternatives. Since credits in these four areas of study may be taken at either the undergraduate or graduate level, students have greater flexibility in fulfilling the requirements of their major departments.

The final phase of the preservice teacher education program consists of a year-long, paid internship and further graduate study related to the chosen area or level of teaching. Interns are clustered togehter in selected sites, and resident supervisors are located in the school systems.

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The internship, offering 12 graduate credits, is normally coupled with other graduate work leading to a Master's degree. A number of existing UNH Master's degree programs may be selected including two degree programs specifically designed for the preservice teacher and offered by the Department of Education.

Preservice program selection and screening criteria:

1. Self-selection through exploratory experience.
2. Screening of candidates by school and university personnel after the exploratory experience.
3. A major field background suitable for intended level and area of teaching.
4. Academic record suitable for graduate school admission.
5. Selection by school-based personnel for internship.
6. Final screening on teaching competency by school-based personnel.

II. Objectives

A. To develop cooperative and parity relationships amongst professionals in the field, teacher educators and State Department of Education representatives.

B. To provide a program to aid in the continuous development of educational staff.

C. To prepare teacher-leaders who can act as change agents in the school and classroom, exhibiting self-improvement skills, helping colleagues improve, and initiating appropriate curriculum change.

D. To prepare teachers with effective personal teaching styles.

III. Personnal

A. Teaching - courses in the program are taught by the faculty of the teacher education program as well as school personnel in the field who have requisite training and experience. These school personnel have been selected for teaching courses based on special interests and talent.

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B. Supervision - All student interns work with a resident supervisor who gives assistance and shares instructional duties with the student. "Resident Supervisors" are teachers of superior quality and have full responsibilities for supervision and evaluation of interns. Resident Supervisors are freed from some of their normal teaching duties to carry out these tasks; they are considered education staff members and receive compensation. Major departments also contribute supervisory assistance to interns on a visiting basis.

IV. Budget

The University has committed the major proportion of its teacher education budget to this new integrated, preservice/inservice program. Options for former four year preservice programs exist only for students seeking secondary school teaching in Physical Education, Occupational Education, Home Economics, or Music. The Education Department alone has committed 15 full-time staff positions to this new program. It has also committed approximately $32,000 to supervision of preservice teachers, both by resident supervisors and university faculty. In addition, the department has committed approximately $12,000 toward payment of school personnel to teach preservice modules. In all, approximately 60 per cent of the Education Department budget is committed to the new teacher education program.

V. Contributions to Teacher Education

A. Provides a rigorous selection process on academic and performance criteria coupled with early opportunities for self-selection which should result in only the most committed and talented persons entering the teaching profession.

B. A model of integration of theory and practice for preservice teachers with a series of clinical experiences culminating in a year-long internship.

C. A model of individualized teacher development stressing choice from alternatives.

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D. A model of continuous, integrated preservice-inservice teacher development.

E. A model of cooperative planning and continuous program development bringing together teacher educators, teachers, school administrators, State Department of Education personnel, and students.

VI. Evaluation

Since the program has just begun, any evaluation at this point is very tentative. However, it is possible to assess some individual aspects of the program. Student interest and enrollment in the new courses have been very high. Superintendents and other school personnel have exhibited enthusiastic responses to initial inquiry concerning placements for interns and inservice possibilities.

A major formal evaluation thrust is being planned by the Department of Education at UNH and the Southern New Hampshire Staff Development Cooperative. This effort will work from behaviorally defined objectives of the new program and seek data to assess the achievement of these objectives.

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